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SELECTED DETERMINANTS OF ADOLESCENT EDUCATIONAL EXPECTATIONS.

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*ADOLESCENTS, PERSONAL INTERESTS, *EDUCATIONAL OBJECTIVES, *ASPIRATION LEVEL, *FAMILY INFLUENCE, FAMILY STATUS, *PARENT INFLUENCE, MALE, HIGH SCHOOL STUDENTS, PARENT ROLE, SOCIAL INFLUENCES, FACTOR ANALYSIS, MODELS, OCCUPATIONAL CHOICE, PARENTAL BACKGROUND, EUGENE, OREGON, PENNSYLVANIA, ROSENBURG-TEST FACTOR STANDARDIZATION

QUESTIONNAIRE DATA WERE USED TO DETERMINE THE RELATIONSHIPS BETWEEN ADOLESCENT EDUCATIONAL EXPECTIONS (DEPENDENT VARIABLE) AND PATERNAL EDUCATION, FAMILY SOCIAL STATUS, PARENTAL EDUCATIONAL PRESSURE, AND FAMILY SIZE (INDEPENDENT OF PREDICTOR VARIABLES). THE DATA WERE GATHERED FROM 2,852 MALE SOPHOMORES (HIGH SCHOOL), LIVING IN SIX MIDDLE-SIZE PENNSYLVANIA CITIES (POPULATIONS FROM 50,000 TO 100,000). USING ROSENBURG'S TEST FACTOR STANDARIZATION TECHNIQUE OF NONPARAMETRIC TABULAR PARTIAL ANALYSIS, IT WAS CONCLUDED THAT EACH OF THE FOUR PREDICTOR VARIABLES REMAINED INDEPENDENTLY ASSOCIATED WITH THE DEPENDENT VARIABLE WHEN THE APPROPRIATE OTHER THREE WERE STATISTICALLY CONTROLLED. ON THE BASIS OF THIS ANALYSIS OF PARTIALS, A PROVISIONAL MODEL OF CAUSAL SEQUENCE WAS CONSTRUCTED. THIS MODEL POSITED THAT (1) PATERNAL EDUCATION IS A PARTIAL DETERMINANT OF THE SOCIAL STATUS OF THE FAMILY, (2) BOTH PATERNAL EDUCATION AND SOCIAL STATUS INFLUENCE ADOLESCENT EDUCATIONAL EXPECTATIONS THROUGH THE INTERVENING VARIABLE OF PARENTAL PRESSURE AND INDEPENDENTLY OF IT, AND (3) FAMILY SIZE SOMEHOW REDUCES BOTH THE FREQUENCY WITH WHICH PARENTS URGE CHILDREN TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL AND THE EFFECTIVENESS OF ANY GIVEN FREQUENCY LEVEL OF PARENTAL EDUCATIONAL PRESSURE. (JH)

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SELECTED DETERMINANTS OF ADOLESCENT EDUCATIONAL EXPECTATIONS:

Social Status, Parental Education, Family Size and Parental Educational Pressure

by

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INTRODUCTION

From the more than 200 studies[1] of the determinants of the educational career orientations of high school age adolescents has emerged strong empirical support for the following four generalizations:

> The proportion of adolescents expressing an expectation to enroll in a four year college or university varies:
>
> 1. Positively with social status[2]
> 2. Positively with educational attainment of the parent[3]
> 3. Positively with the intensity of parental educational pressure, stress, or influence[4]
> 4. Negatively with size of family[5]

The fact that these variables are all intercorrelated, however, poses a crucial problem of interpretation. That problem is: are these four predictor variables independently associated with educational expectations, or is one or more of the zero order associations an artifact of the common relation of educational expectations and any one of them to one or more of the other three?

Consider, for example, the negative relationship between educational or occupational career orientations and family size reported by Halsey and Gardner,[6] Lipset and Bendix,[7] and others. Assuming that the variables social status, parental education, and parental pressure each make a positive and an independent contribution to educational expectations, then might not the inverse association of educational expectations and family size be an artifact of the tendency of the lower status, the less well educated, both of whom tend <u>not</u> to exert high educational pressure, to have larger families? Should such be the case, then a control for social status, parental educational attainment, and parental educational pressure should significantly reduce or even eliminate the inverse relation between educational expectations and family size.

Or, consider the almost universally reported positive relation between educational expectations and social status. Could it not be that this variable makes much less of an independent contribution to the dependent variable than is often assumed? That is, might not much of the zero order relation be attributed to the tendency of higher status parents to be better educated, to exert higher educational pressure, and to have smaller families, than lower status parents? Some support for at least part of this interpretation comes from Bordua's study of college plans in which he concludes on the basis of partial correlation analysis that:

> the social status differences in college plans are considerably but not entirely accounted for by the associated differences in parental stress on college whereas the reverse is not true.[8]

In the analyses which follow a series of third order partials are used to evaluate the association of each of the four predictor variables with the dependent variable. If the original zero order association completely disappears we shall conclude that the bivariate relationship is an artifact of the relationship of educational expectations with one or more of the other independent variables which is (are) in turn related to the particular independent variable under analysis. If the association of the predictor variable with the dependent variable is reduced but not eliminated we shall conclude that the predictor variable is independently associated with educational expectations but that some of its zero order relation is accounted for by its intercorrelation with one or more of the remaining three.

Although further theoretical considerations are postponed until the data have been presented, the following hypotheses, derived from previous research, are presented:

I. The proportion of adolescents expressing an intention to enroll in a four year college or university varies:

   A. Positively with social status
   B. Positively with parental educational attainment
   C. Positively with intensity of parental educational pressure
   D. Negatively with size of the family

II. Each of these associations persist when all three other variables are statistically controlled.

III. All four predictor variables are intercorrelated as follows:

   A. Parental educational attainment varies positively with social status
   B. Family size varies inversely with social status
   C. Family size varies inversely with parental educational attainment
   D. Parental educational pressure varies positively with social status
   E. Parental educational pressure varies positively with parental educational attainment
   F. Parental educational pressure varies inversely with family size.

RESEARCH DESIGN

The data for this study are taken from the first wave, male segment, of a longitudinal panel study of adolescent educational and occupational expectations and aspirations. The subjects for the panel study were the 6000 male and female students who were enrolled as sophomores in the spring of 1963 in all public and parochial schools in six middle-size (population 50,000 to 100,000) Pennsylvania cities. The first collection of data occurred during the sophomore year, the second during the senior year.

A carefully pretested career orientation questionnaire was administered to the subjects during a 55 minute period of the school day. The author or a competent associate was present during all administrations. The data for this paper are from the questionnaire responses of 2852 male subjects representing 93.6% of all male sophomores surveyed. Six point four percent of the questionnaires did not contain information adequate for a social status classification

(occupation of the father or other head of household) of the respondent and thus have not been included in the tabulations presented below.

To measure social status the Hollingshead seven category occupational rating scale[9] was used, each respondent being scored according to the occupation of his father. To ensure statistically stable cell entries these seven categories have been dichotomized into White Collar (categories 1 - 4) and Blue Collar (categories 5 - 7) for all third order partials. Parental education was measured with the Hollingshead seven category educational rating scale,[10] each respondent being scored according to the education of his father. This scale has been trichotomized for all third order partials into 13 or more years (categories 1 - 3), 12 years (category 4), and 11 or less years (category 5 - 7) of education. Although the author would have preferred to use education of the mother as well as education of the father as an indicator of parental education, the additional number of classifications would have seriously impaired the stability of the cell entries.

Parental educational pressure was measured by asking each respondent to indicate how often each parent urges him to continue his education beyond high school. Four response categories were provided: (1) Never, (2) Sometimes, (3) Often, and (4) Constantly.[11] Ordinal ratings of 1 - 4 were assigned for each parent and summed for both parents thus resulting in a scale range of 2 (lowest intensity) to 8 (highest intensity). A factor of 1 was subtracted from the summated rating, yielding a scale range from 1 to 7. For all third order partials parental pressure has been dichotomized into low intensity (1 - 4) and high intensity (5 - 7).

Family size was measured by having the respondent indicate the number of brothers and sisters. For all third order partials family size has been dichotomized into small family (1 - 3 children) and large family (4 or more children).

Educational expectations (the realistic dimension of an educational career orientation as opposed to an aspiration which is conceived of as the idealistic dimension) were measured with this item:[12]

> CONSIDERING your abilities, grades, financial resources, etc., how far do you actually EXPECT TO go in school?
>
> 1. ___ 10th or 11th grade
> 2. ___ Graduate from high school
> 3. ___ Trade, technical, or business school
> 4. ___ Nursing school
> 5. ___ Two years of college
> 6. ___ Four years of college
> 7. ___ Graduate or professional school

Response categories "6 and 7" are scored as 16 or more years, "3, 4, 5" as 14 years, "2" as 12 years, and "1" as 11 or less years of education.

ZERO ORDER ASSOCIATIONS: PREDICTOR AND DEPENDENT VARIABLES

Table 1 and Graph 1 present the association between educational expectations and social status. At the base of the percentage display is the value of gamma,[13] a measure of the degree of association which is appropriate for non-parametric data and which provides an estimate of the proportional reduction in the error of estimation.[14] From an inspection of the table and graph it can be seen that the proportion of respondents expressing a college expectation varies positively and monotonically with status, ranging from 20% for sons of unskilled workers to 84% for sons of major executives and professionals. The degree of association, .502, is fairly high for sociological survey data.

Table 1 and Graph 1 about here

The association between educational expectations and father's education is shown in Table 2 and Graph 2. The relationship is positive and monotonic, ranging from 24% expressing a college expectation when the father has less than

seven years of schooling to 79% when the father has a graduate education. And, the gamma of .427 indicates a fairly strong relationship.

Table 2 and Graph 2 about here

Table 3 and Graph 3 display the relationship between educational expectations and parental educational pressure. The data range monotonically from 13% expressing an expectation at the lowest pressure level to 64% at the highest pressure level. Of some interest is the gamma value of .606 indicating that of the four predictor variables parental pressure has the highest zero order correlation with educational expectations.

Table 3 and Graph 3 about here

The association between educational expectations and family size is illustrated in Table 4 and Graph 4. The pattern indicates a generally monotonic inverse relationship ranging from 9% expressing a college expectation for respondents from families of 9 or more children to 47% for respondents who are only children. Interestingly, no percentage difference appears between only children and children with one sibling. The gamma value of -.257 reveals that of the four independent variables, family size has the weakest zero order association with educational expectations.

Table 4 and Graph 4 about here

The data thus confirm Hypotheses I A - D which assert that parental education, social status, and parental pressure are positively, family size negatively, associated with educational expectations.

INTERCORRELATIONS AMONG THE PREDICTOR VARIABLES

Table 5 displays in percentage form the relationship of each predictor variable with the other. These intercorrelations are summarized in the gamma matrix of Table 6. As would be expected, the highest association is between social status and education of the father, gamma = .623. Of some surprise to the author are the rather low associations between family size and social status (-.185) and between family size and education of the father (-.085). Of importance, however, are the moderately strong associations between social status and parental pressure (.380), family size and parental pressure (-.285), and parental education and parental pressure (.282).

Tables 5 and 6 about here

Hypotheses III A - F, which assert that the predictor variables are intercorrelated, are thus confirmed, with the one possible exception of the association between family size and education of the father.

THIRD ORDER ASSOCIATIONS

This section of the paper consists of a series of third order partials whose results facilitate the testing of hypothesis III; namely, that all zero order associations persist even though three test factors are statistically controlled.

One approach to such an analysis is via partial correlation. Considering the non-parametric characteristics of these survey data, i.e., non-normal and non-metric, prudence cautions against the use of this parametric technique. A second approach is via the tabular elaboration of partials as suggested by Hyman.[15] A severe limitation of this method is that with four predictor variables, three of which are to be test variables in each of the four

partialling operations, the number of sub-tables produced would render it difficult if not impossible to state whether the degree of association had been reduced, to say nothing of stipulating the extent to which it has been reduced.

A way out of this dilemma is provided by Rosenberg's test factor standardization.[16] With this technique the effect of the test variable(s) is held constant by providing each category of the independent variable with an equal distribution of the test variable(s), and computing a theoretical table showing what the percentage distribution among categories of the dependent variable would be if there were no association between the independent and the test variables.[17] By multiplying the grand N of the standardized table by the percentages in each cell, a frequency table can be calculated. From such a standardized frequency table any measure of the degree of association for contingency tables can be computed, such a "partial" measure indicating the relationship between the independent and dependent variables with the effects of the test factors controlled.

Under the "Zero Order" column of Table 7 can be seen the bivariate association of educational expectations and social status. Table 8 displays the conventional partial sub-tables for this relationship, with education of father, family size, and parental pressure as test factors. It will be noted that although the degree of association is reduced by about fifty per cent from .520 to .280 the relationship still remains, indicating that social status does exert an independent effect on educational expectations.

Tables 7 and 8 about here

Reference to the intercorrelations in Table 5 suggests that this difference can be attributed primarily to the tendency of the higher status fathers to be better educated (gamma: status and education = .623); secondarily to the tendency of higher status parents to exert more intense pressure on their sons to pursue a post high school education (gamma: status and parental pressure = .380), and, finally, to the fact that the better educated also exert higher pressure on their sons than do the less well educated (gamma: parental education and parental pressure = .282). Little of the difference between the zero and third order coefficients would seem due to family size inasmuch as this variable correlates only weakly with social status, i.e., gamma = -.188.

Table 7 and 9 display the data for the association between educational expectations and parental education. As can be observed in Table 7, while this association is approximately halved by the three test factors (respective gammas of .427 and .250), parental education still retains its position as an independent predictor of the dependent variable. The intercorrelation gammas in Table 5 indicate that much of the difference between the zero and third order associations results from better educated fathers occupying higher status positions (gamma: status and parental education = .623), while some of the difference is probably due to the tendency of the better educated parents to exert more pressure on their children than the less well educated parents (gamma: parental education and parental pressure = .282). Contributing also to this difference is the positive association between social status and parental pressure (gamma = .380). The almost negligible association between parental education and family size, -.055, suggests that almost none of the difference is a function of the negative association of parental education with family size.

Table 9 about here

The two more interesting partials are those of family size and parental educational pressure.. Tables 7 and 10 display the appropriate data for family size. While the third order association (-.131) is almost exactly half of the zero order association (-.257), we would assert that the magnitude of the third order gamma is sufficient to establish family size as an independent determinant of adolescent educational expectations. Reference to the intercorrelations in Table 5 reveals that this reduction in association can be traced first to the pattern of parents in smaller families exerting higher pressure (gamma: family size and parental pressure = -.285) and secondly to the negative relationship between family size and social status (gamma = -.188).

Table 10 about here

The relevant data for the parental pressure variable are shown in Tables 7 and 11. The minimum reduction in the third order gamma of 11 percentage points (from .606 to .498) suggests that of the four predictor variables, this variable makes the largest contribution to the explanation of the variance in adolescent educational expectations.

Table 11 about here

The third order gamma of .180 (educational expectations and social status), supplemented with a visual inspection of the White and Blue Collar control categories in Table 11 with parental education and family size held constant indicates, contrary to Bordua's finding, that parental pressure does not all but wash out the effect of social status. Thus, for example, Table 11 shows that of those reporting high parental pressure, 82% of the respondents under the "White Collar, 13+ yrs., Small Family" condition expressed college expectations compared with only 52% under the "Blue Collar, 13+ yrs., Small Family"

condition. The respective percentages for the low pressure category are 58 and 32. Similar social status differences can be observed under virtually all of the levels of the test factors.

In brief, Tables 7 through 11 demonstrate that although the four independent variables are intercorrelated, none of the zero order associations can be attributed entirely to the fact of their intercorrelation, thus confirming Hypothesis III that each all zero order association persists when the three other appropriate variables are statistically controlled.

DISCUSSION

Given the datum that each of the four predictor variables remains independently correlated with the dependent variable at the third order level of association, it becomes possible to construct a preliminary causal model (see Figure 1) indicating how each of these four variables is related to adolescent educational expectations.

Figure 1 about here

Inasmuch as education often constitutes a necessary condition for the acquisition of an occupation and is most often acquired prior to an occupation, and since social status has been measured with an occupational referent, paternal education would seem to be the first variable in a causal sequence with social status the second. The third major variable in the sequence is parental educational pressure, with its intensity being partially determined, as the intercorrelation gammas of Tables 5 and 6 suggest, by paternal education and social status.

This model, we would assert, has both logical and empirical substance. Logical, because one could not seriously argue that parental pressure precedes

either the education of the father or the social status of the family nor that the social status of the family precedes the breadwinner's educational attainment. Empirical, because as Blalock[18] and others have observed, in any chain of causal sequence the zero-order correlations of the dependent variable with the predictor variables will vary inversely with the "causal" distance of the particular independent variable from the dependent variable. The zero order gammas of these three independent variables with educational expectations are consistent with this assertion, i.e., educational expectations with: (1) paternal education = .427; (2) social status = .502; and with parental pressure = .606.

This model, however, is not adequate to encompass the variable of family size since its zero-order association with educational expectations of -.257 would place it antecedent to paternal education, social status, and parental pressure. Clearly such a causal location is theoretically untenable.

Provisionally, however, we will revise the model and suggest that: (1) family size is a partial consequent of paternal education and social status; (2) family size bears only a weak intrinsic relationship to the dependent variable, and (3) the consequences of family size on the level of educational expectation <u>both</u> precede and follow parental pressure in the causal sequence. That is, with respect to #3, we suggest that: (a) family size serves to reduce the amount of educational pressure the parents exert on the adolescent, i.e., the larger the family the less often is the adolescent urged to continue his education beyond high school; and that for reasons knowledge of which is beyond the scope of this paper, (b) family size serves to reduce the effectiveness of, to filter, as it were, any given level of parental pressure that is exerted. Tables 12 and 13 portray empirical data in support of these assertions. At the base of Table 12 it can be seen that while 64%

of the R's from small families report a high intensity of parental pressure, only 46% of the R's from large families report the same pressure intensity. The pattern for low pressure is just the reverse. When this relationship is examined with a control for social status the same pattern is found in all strata except the Upper Middle (I and II), indicating a degree of statistical interaction that merits additional study. Thus, as stated, the larger the family the lower the intensity of pressure exerted.

Tables 12 and 13 about here

In Table 13 are the data relevant to the proposition that family size serves to reduce the effectiveness of, to filter the impact of, parental educational pressure. At the base of the table it can be seen that high pressure is most effective when exerted in small-size families (59% of the R's reporting college expectations) and least effective when exerted in large-size families (43% of the R's reporting college expectations). As the remainder of the table illustrates, this relationship is not removed by a control for social status.

Having linked the variables together sequentially in a provisional causal model, let us proceed, in conclusion, to link the variables together in a meaningful or interpretative fashion.

As the intercorrelation matrix of Table 6 shows, both parental education and social status are positively linked to the educational expectations of the adolescent. We would understand this relationship by suggesting that as the parents acquire their education, the husband his occupation, and hence the family its social status, there is on ongoing process of socialization during which the parents internalize certain social values and goals relevant to the potential achievement and social mobility of the offspring. The

substance of these goals and values is largely a function of the level of education, occupation, and status attained. For, as a number of researchers have shown, those who are better educated, who hold the more prestigeful occupations, who occupy the middle strata, generally have more positive values toward education, achievement, and social mobility, and usually set higher career goals for their offspring.[19] There are, of course, some important exceptions to this general thesis.[20]

These goals and values can be manifested in the socialization of the children in a number of ways. On such important manifestiation suggested by the data takes the form of parental educational pressure. This variable, we suspect, constitutes one of the primary behavioral manifestations of a general parental value orientation toward education, achievement, and social mobility. That this value orientation is general, i.e., that it extends beyond the sphere of an educational career as such, is implied in the data of Table 14 wherein it can be seen that the intensity of parental pressure is positively related not only to the educational expectations of the adolescent but to his occupational expectations as well. Parental pressure thus functions as a mechanism which links the social structure to the individual. It is a vehicle whereby the parents translate their achievement and mobility values into a role expectation comprehensible by the adolescent, i.e., the expectation that he is to continue his education beyond high school. And, as the data suggest, the more frequently such an expectation is conveyed, the more likely is the adolescent to internalize it as his own.

Table 14 about here

Finally, the strong association of parental pressure with educational expectations provides additional support for those theorists who assign primacy

to direct family socialization rather than to anticipatory peer socialization in the formation and maintenance of adolescent career orientations. Furthermore, while Kahl,[21] Floud and associates,[22] and others have asserted that lower status adolescents are more likely to pursue a post high school education if their parents urge them to do so, the data presented above suggest that parental support in the form of stress or pressure is a necessary condition for the continuation of education beyond high school in <u>all</u> strata and not just in the lower classes.

Of course, the data definitely indicate that parental education and social status have linkages to adolescent educational expectations independent of parental educational pressure. The scope of this study does not permit an empirical specification of these other linkages. We may speculate, however, that among these other linkages are:

1. The type of socialization practices the parents employ; i.e., direct or physical vs. indirect or psychological. These practices have been associated with a general achievement motivation syndrome by Rosen,[23] Elder,[24] and others.

2. The general "cultural" tone of the home milieu, i.e., the extent to which there are books, magazines, records, and other such "cultural" artifacts present in the home.

3. The ecological location of the home in the community, and hence:

   a. The social characteristics of the adults and age-mates with whom the child or adolescent will have contact and from among whom he will select his friends, peers, and significant others.[25]

   b. The social composition of the public school he will attend, i.e., an adolescent living in a working class district is more likely to attend a predominantly working class school while an adolescent living in a middle class district is more likely to attend a predominantly middle class school.[26]

4. The amount of family financial support available to the adolescent for the pursuit of a post high school education.

We have suggested in the model, and the data have been consistent with that suggestion, that family size reduces both the intensity of parental pressure and the effectiveness of any given intensity level of pressure. To answer the question of precisely why the intensity of pressure varies inversely with family size is beyond the purview of this paper. We may conjecture, however, that perhaps it is because as the number of children increases the amount of interaction time each parent has for each child diminishes and consequently the parent has less opportunity to exert any form of educational pressure. Perhaps, too, as family size increases older children are appointed parental surrogates and for one reason or another they do not convey parental values to the younger children as well as would the parents themselves. The question of why any given level of pressure seems to be less effective in larger families is a far more difficult one to answer and one about which the author does feel unable even to conjecture about at this time.

SUMMARY

With data collected from 3000 male sophomores in six middle-size Pennsylvania cities this paper has analyzed the relationship to adolescent educational expectations of father's education, social status, parental educational pressure, and family size. Using Rosenberg's test factor standardization technique of non-parametric tabular partial analysis, it was concluded that each of these four predictor variables remains independently associated with the dependent variable when the appropriate other three are statistically controlled.

On the basis of this analysis of partials a provisional model of causal sequence was constructed. The model posits that paternal education is a partial determinant of the social status of the family, that both paternal

education and social status influence adolescent educational expectations through the intervening variable of parental pressure and independently of it, and that family size somehow reduces both the frequency with which the parents urge their children to continue their education beyond high school and the effectivenss of any given frequency level of parental educational pressure.

TABLE 1 EDUCATIONAL EXPECTATIONS, BY OCCUPATION OF FATHER[a]

(in percentages)

	Educational Expectations						
	16+	14	12	11-	N.R.	Total	Sum
Higher Executives, Proprietors of Large Concerns, and Major Professionals	84	10	4	1	1	100	(109)
Business Managers, Proprietors of Medium Sized Businesses, and Lesser Professionals	72	15	10	3	0	100	(165)
Administrative Personnel, Small Independent Businesses, and Minor Professionals	56	21	21	1	1	100	(401)
Clerical and Sales Workers, Technicians, and Owners of Little Businesses	47	22	29	1	1	100	(558)
Skilled Manual Employees	30	25	43	2	0	100	(835)
Machine Operators and Semi-Skilled Employees	22	25	48	4	2	101	(530)
Unskilled Employees	20	21	51	6	2	100	(254)
	Gamma = .5020[b]						
TOTALS	39	22	36	2	1	100	(2852)

[a]Occupation of father is classified according to the occupational category system of Hollingshead's Two Factor Index of Social Position. See August B. Hollingshead The Two Factor Index of Social Position, New Haven: Yale, 1957 (mimeo.).

[b]Gamma computed with independent variable dichotomized into White Collar and Blue Collar and with dependent variable containing levels 16, 14, 12 and 11 but with the No Responses excluded.

GRAPH 1 PERCENT EXPECTING TO ATTEND FOUR OR MORE YEARS OF COLLEGE

BY OCCUPATION OF FATHER

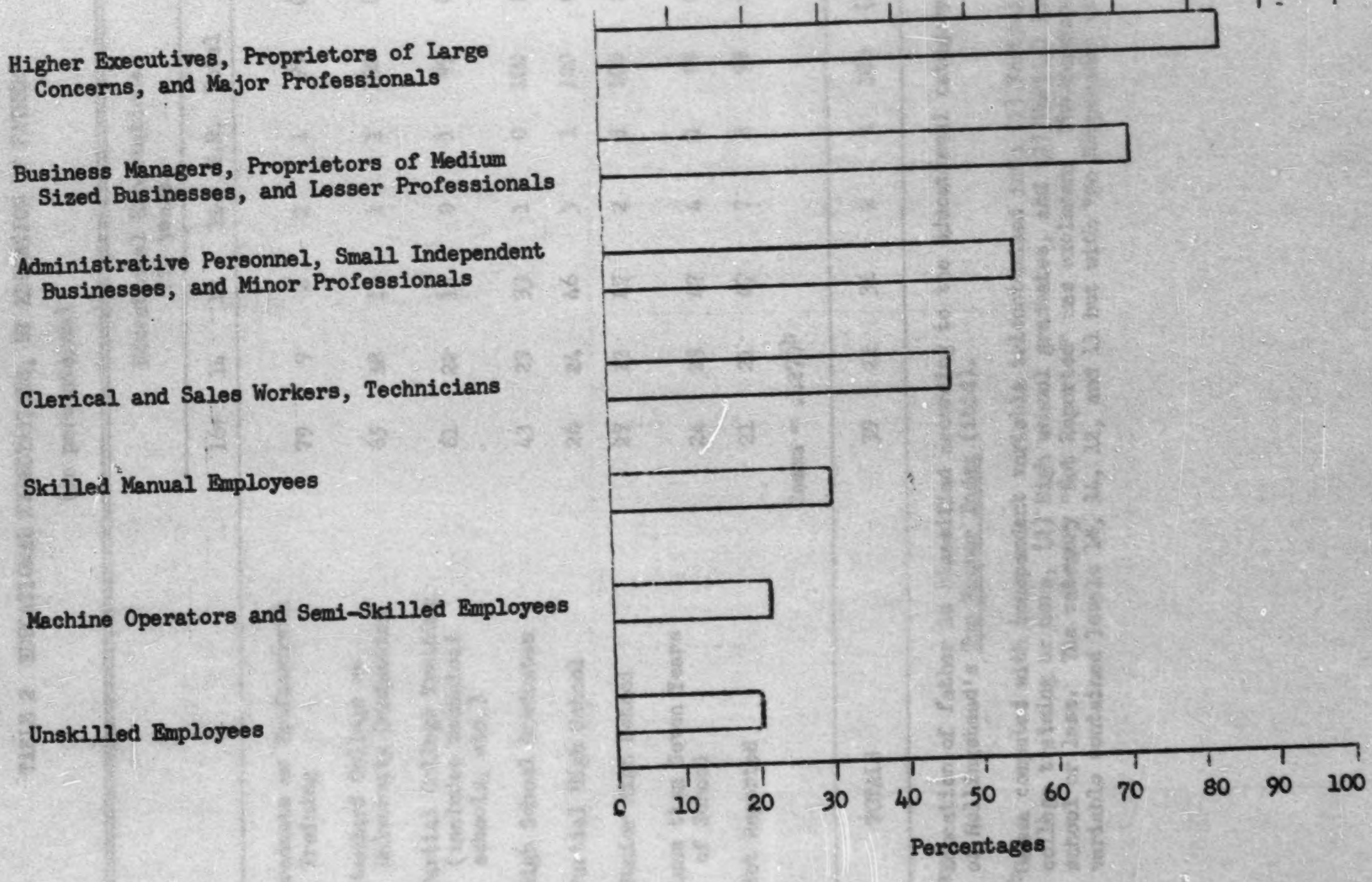
Father's Occupation
Higher Executives, Proprietors of Large Concerns, and Major Professionals
Business Managers, Proprietors of Medium Sized Businesses, and Lesser Professionals
Administrative Personnel, Small Independent Businesses, and Minor Professionals
Clerical and Sales Workers, Technicians
Skilled Manual Employees
Machine Operators and Semi-Skilled Employees
Unskilled Employees
0 10 20 30 40 50 60 70 80 90 100
Percentages

TABLE 2 EDUCATIONAL EXPECTATIONS, BY EDUCATION OF FATHER[a]

(in percentages)

	Educational Expectations (in years)						
	16+	14	12	11-	N.R.	Total	Sum
Graduate or Professional Training	79	9	8	2	1	99	(95)
Standard College or University Graduation	65	18	15	1	1	100	(188)
Partial College Training (includes technical schools, etc.)	61	22	15	0	1	99	(280)
High School Graduates	43	23	33	1	0	100	(942)
Partial High School	26	24	46	3	1	100	(600)
Junior High School	27	23	47	2	1	100	(340)
Less than Seven Years of School	24	23	47	4	1	99	(158)
Not Reported	21	21	47	7	3	99	(249)
	Gamma = .4270[b]						
TOTALS	39	22	36	2	1	100	(2852)

[a]Education of father is classified according to the educational category system of Hollingshead's Two Factor Index (ibid).

[b]Gamma computed with independent variable trichotomized into (1) Partial college training or more, (2) High school graduates, and (3) Partial high school or less. The category "Not Reported" was excluded. The dependent variable contained levels 16, 14, 12, and 11 but with "No Responses" excluded.

GRAPH 2 PERCENT EXPECTING TO ATTEND FOUR OR MORE YEARS OF COLLEGE

BY EDUCATION OF FATHER

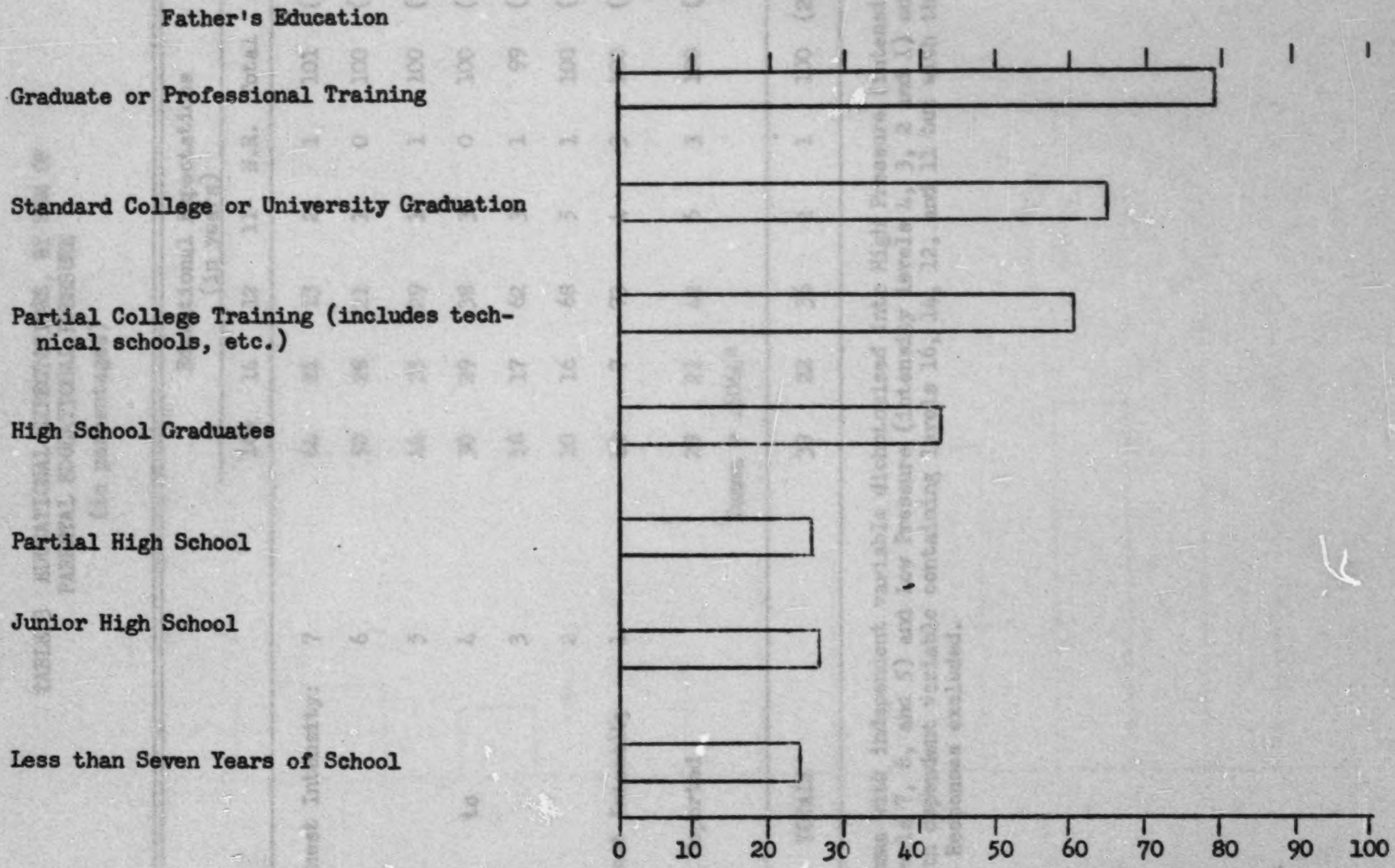

TABLE 3 EDUCATIONAL EXPECTATIONS, BY SUM OF PARENTAL EDUCATIONAL PRESSURE
(in percentages)

		Educational Expectations (in years)						
		16+	14	12	11-	N.R.	Total	Sum
Highest Intensity:	7	64	21	13	2	1	101	(619)
	6	50	28	21	1	0	100	(313)
	5	44	25	29	1	1	100	(721)
to	4	30	29	38	3	0	100	(354)
	3	16	17	62	3	1	99	(414)
	2	10	16	68	5	1	100	(152)
Lowest Intensity	1	13	7	73	4	3	100	(157)
Not Reported		28	21	42	6	3	100	(122)
		Gamma = .6064[a]						
TOTALS		39	22	36	2	1	100	(2852)

[a]Gamma with independent variable dichotomized into High Pressure (intensity levels 7, 6, and 5) and Low Pressure (intensity levels 4, 3, 2 and 1) and with dependent variable containing levels 16, 14, 12, and 11 but with the No Responses excluded.

GRAPH 3 PERCENT EXPECTING TO ATTEND FOUR OR MORE YEARS OF COLLEGE

BY SUM OF PARENTAL EDUCATIONAL PRESSURE

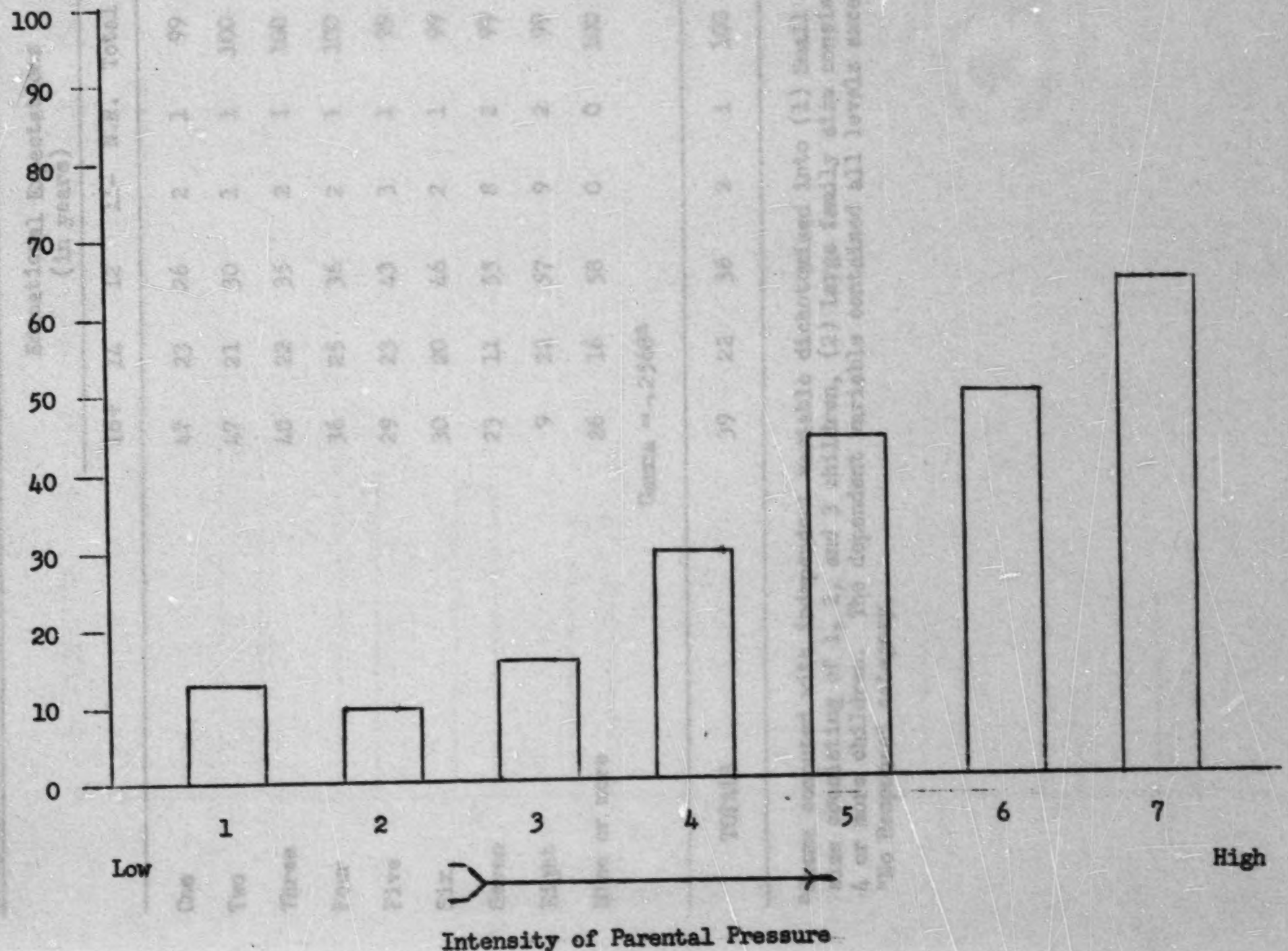

TABLE 4 EDUCATIONAL EXPECTATIONS, BY SIZE OF FAMILY

(in percentages)

	Educational Expectations (in years)						
	16+	14	12	11-	N.R.	Total	Sum
One	47	23	26	2	1	99	(324)
Two	47	21	30	1	1	100	(779)
Three	40	22	35	2	1	100	(668)
Four	36	25	36	2	1	100	(442)
Five	29	23	43	3	1	99	(287)
Six	30	20	46	2	1	99	(178)
Seven	23	11	55	8	2	99	(96)
Eight	9	22	57	9	2	99	(54)
Nine or more	26	16	58	0	0	100	(31)
	Gamma = -.2568[a]						
TOTALS	39	22	36	2	1	100	(2852)

[a]Gamma computed with independent variable dichotomized into (1) Small family size consisting of 1, 2, and 3 children, (2) Large family size consisting of 4 or more children. The dependent variable contained all levels except the "No Response" category.

GRAPH 4 PERCENT EXPECTING TO ATTEND FOUR OR MORE YEARS OF COLLEGE BY SIZE OF FAMILY

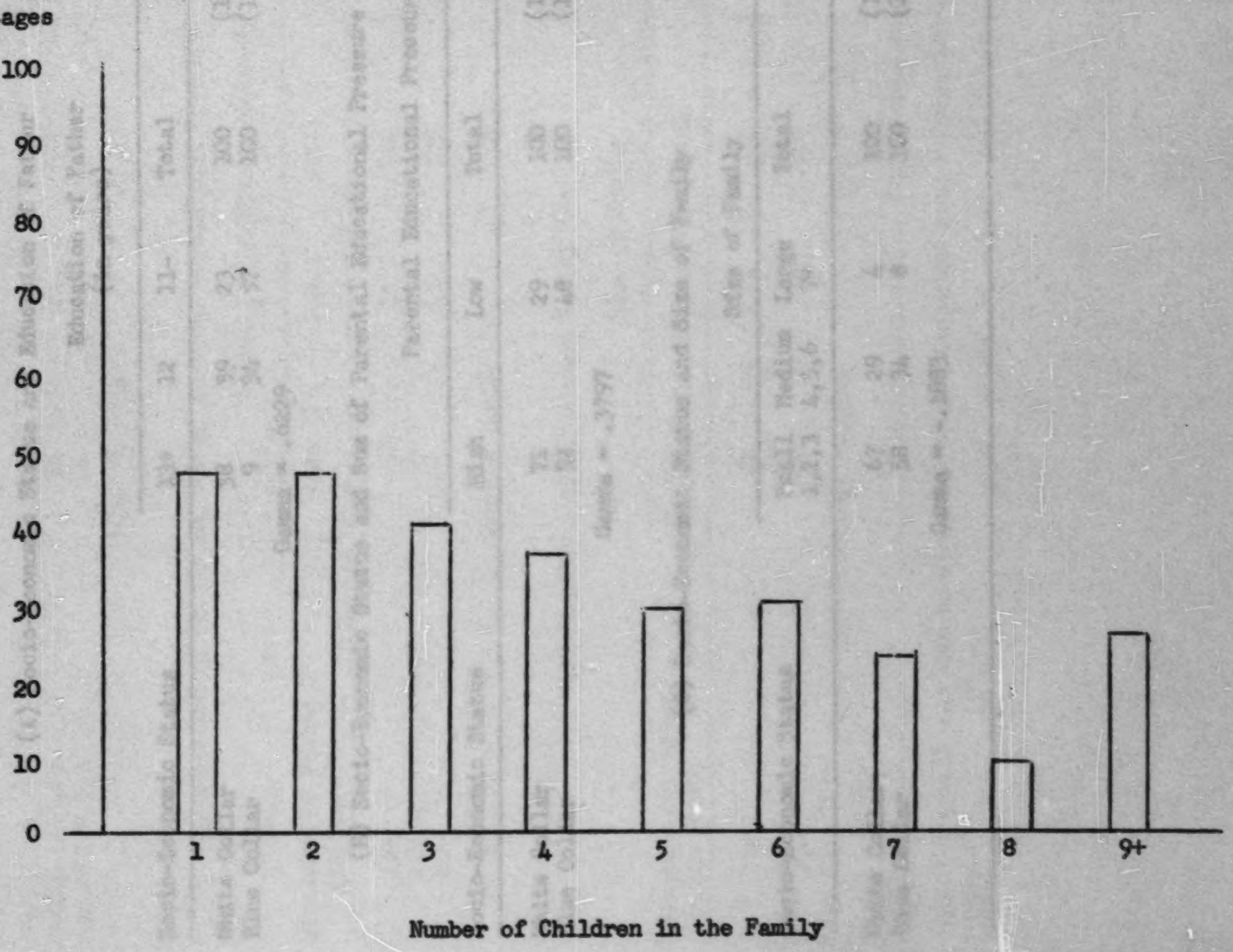

TABLE 5 MARGINAL RELATIONSHIPS OF FOUR INDEPENDENT VARIABLES ASSOCIATED WITH EDUCATIONAL EXPECTATIONS

(in percentages)

(A) Socio-Economic Status and Education of Father

Socio-Economic Status	Education of Father (in years) 13+	12	11-	Total	N[a]
White Collar	38	39	23	100	(1152)
Blue Collar	9	34	57	100	(1448)

Gamma = .6229

(B) Socio-Economic Status and Sum of Parental Educational Pressure

Socio-Economic Status	Parental Educational Pressure High	Low	Total	N
White Collar	71	29	100	(1191)
Blue Collar	52	48	100	(1539)

Gamma = .3797

(C) Socio-Economic Status and Size of Family

Socio-Economic Status	Size of Family Small 1,2,3	Medium 4,5,6	Large 7+	Total	N
White Collar	67	29	4	100	(1233)
Blue Collar	58	34	8	100	(1618)

Gamma = -.1883

(D) Family Size and Sum of Parental Educational Pressure

Size of Family	Parental Educational Pressure: High	Low	Total	N
Small (1,2,3)	66	34	100	(1683)
Medium (4,5,6)	54	46	100	(873)
Large (7,8,9+)	39	61	100	(174)

Gamma =-.2854

(E) Education of Father and Sum of Parental Educational Pressure

Education of Father (in years)	Parental Educational Pressure: High	Low	Total	N
13+	75	25	100	(553)
12	63	37	100	(917)
11-	54	46	100	(1050)

Gamma = .2816

(F) Education of Father and Family Size

Education of Father (in years)	Size of Family: Small	Medium	Large	Total	N
13+	64	32	4	100	(563)
12	66	30	4	100	(942)
11-	59	32	9	100	(1098)

Gamma =-.0546

[a]Total N's will vary due to exclusion of non-responses from calculation of gamma.

TABLE 6

GAMMA MATRIX OF INTERCORRELATIONS AMONG THE FOUR PREDICTOR VARIABLES

	Social Status	Educ. of Father	Parental Pressure	Family Size
Educ. of Father	0.623			
Parental Pressure	0.380	0.282		
Family Size	-0.185	-0.085	-0.285	
Educational Expectation	0.502	0.427	0.606	-0.257

TABLE 7 STANDARDIZED AND ZERO ORDER PERCENTAGE DISTRIBUTIONS: EDUCATIONAL EXPECTATIONS, BY SOCIO-ECONOMIC STATUS, EDUCATION OF FATHER, SIZE OF FAMILY, AND PARENTAL EDUCATIONAL PRESSURE
(in percentages)

	Standardized					Zero Order					N	Differences Zero Order Minus Standardized			
	16+	14	12	11-	Total	16+	14	12	11-	Total		16+	14	12	11-
Social Status	(Ed. F, F.S., & PEP Stdzd.)[a]														
White Collar	49	20	29	2	100	57	20	22	1	100	(1223)	+8	0	-7	-1
Blue Collar	30	26	41	2	99	26	24	46	3	99	(1599)	-4	-2	+5	+1
	Gamma = .2795					Gamma = .5020									
Educ. of Father (SES, F.S., & PEP Stdzd.)															
13+ Years	53	23	24	1	101	66	19	14	1	100	(555)	+13	-4	-10	0
12 Years	41	24	34	1	100	43	23	33	1	100	(937)	+2	-1	-1	0
11- Years	31	24	42	3	100	26	24	47	3	100	(1086)	-5	0	+5	0
	Gamma = .2496					Gamma = .4270									
Family Size	(SES, Ed. F., & PEP Stdzd.)														
Small	42	22	33	2	99	45	22	32	1	100	(1749)	+3	0	-1	-1
Large	35	23	39	3	100	31	23	43	4	101	(1064)	-4	0	+4	+1
	Gamma = -.1311					Gamma = -.2568									
Parental Pressure (SES, Ed. F., & F.S. Stdzd.)															
High	50	25	24	2	101	53	24	22	1	100	(1639)	+3	-1	-2	-1
Low	24	20	53	3	100	19	20	57	4	100	(1065)	-5	0	+4	+1
	Gamma = .4976					Gamma = .6064									

[a]Ed. F. = Education of Father, F.S. = Family Size, PEP = Parental Educational Pressure, SES = Socio-Economic Status

TABLE 8 EDUCATIONAL EXPECTATIONS BY SOCIAL STATUS
TEST FACTORS: EDUCATION OF FATHER, FAMILY SIZE, AND PARENTAL PRESSURE

(in percentages)

Social Status	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
13+ Yrs., Small Family, High Pressure							
White Collar	82	12	5	1		100	(213)
Blue Collar	52	26	16	2	3	99	(61)
13+ Yrs., Small Family, Low Pressure							
White Collar	58	15	25		2	100	(59)
Blue Collar	32	23	45			100	(22)
13+ Yrs., Large Family, High Pressure							
White Collar	75	15	10			100	(118)
Blue Collar	39	30	26		4	99	(24)
13+ Yrs., Large Family, Low Pressure							
White Collar	47	29	18	5		99	(38)
Blue Collar	16	37	47			100	(19)
12 Yrs., Small Family, High Pressure							
White Collar	70	17	13			100	(231)
Blue Collar	47	29	23	1		100	(180)
12 Yrs., Small Family, Low Pressure							
White Collar	31	22	42	4	1	100	(85)
Blue Collar	17	22	58	3		100	(103)
12 Yrs., Large Family, High Pressure							
White Collar	51	28	18	1	1	99	(72)
Blue Collar	36	30	32	1		99	(96)
12 Yrs., Large Family, Low Pressure							
White Collar	29	19	52			99	(52)
Blue Collar	14	20	63	1	1	99	(98)

(continued)

TABLE 8 (CONTINUED) EDUCATIONAL EXPECTATIONS BY SOCIAL STATUS

Social Status	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
			11- Yrs., Small Family, High Pressure				
White Collar	52	28	18	2		100	(119)
Blue Collar	36	30	33		1	100	(253)
			11- Yrs., Small Family, Low Pressure				
White Collar	23	8	63	6		100	(48)
Blue Collar	14	20	63	1	1	99	(205)
			11- Yrs., Large Family, High Pressure				
White Collar	48	26	22	2	2	100	(46)
Blue Collar	29	29	37	5		100	(147)
			11- Yrs., Large Family, Low Pressure				
White Collar	10	28	58	3	1	100	(40)
Blue Collar	8	14	69	7	2	100	(192)
			N.R., Small Family, High Pressure				
White Collar	34	31	31	3		99	(29)
Blue Collar	38	21	38		4	101	(24)
			N.R., Small Family, Low Pressure				
White Collar	22	11	56	11		100	(9)
Blue Collar	12	21	52	12	2	99	(42)
			N.R., Large Family, High Pressure				
White Collar	50	6	39		6	101	(36)
Blue Collar	17	30	30	13	9	99	(23)
			N.R., Large Family, Low Pressure				
White Collar	29	29	43			101	(14)
Blue Collar	6	17	71	7		101	(51)

TABLE 9 EDUCATIONAL EXPECTATIONS BY PARENTAL EDUCATION
TEST FACTORS: SOCIAL STATUS, FAMILY SIZE
AND PARENTAL PRESSURE

(in percentages)

	Educational Expectations (in years)						
Parental Education	16+	14	12	11-	N.R.	Total	N
	White Collar, Small Family, High Pressure						
13+	82	12	5		1	100	(213)
12	70	17	13			100	(231)
11-	52	28	18	2		100	(119)
N.R.	34	31	31	3		29	(29)
	White Collar, Small Family, Low Pressure						
13+	58	15	25		2	100	(59)
12	31	22	42	4	1	100	(85)
11-	23	8	63	6		100	(48)
N.R.	22	11	56	11		100	(9)
	White Collar, Large Family, High Pressure						
13+	75	15	10			100	(118)
12	51	28	18	1	1	99	(72)
11-	48	26	22	2	2	100	(46)
N.R.	50	6	39		6	101	(36)
	White Collar, Large Family, Low Pressure						
13+	47	29	18	5		100	(38)
12	29	19	52			100	(52)
11-	10	28	58	3	1	100	(40)
N.R.	29	29	43			101	(14)
	Blue Collar, Small Family, High Pressure						
13+	52	26	16	2	3	99	(61)
12	47	29	23	1		100	(180)
11-	36	30	33			99	(253)
N.R.	38	21	38		4	101	(24)
	Blue Collar, Small Family, Low Pressure						
13+	32	23	45			100	(22)
12	17	22	58	3		100	(103)
11-	14	21	63	1	1	100	(205)
N.R.	12	21	52	12	2	99	(42)

(continued)

TABLE 9 (CONTINUED) EDUCATIONAL EXPECTATIONS BY PARENTAL EDUCATION

Parental Education	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
Blue Collar, Large Family, High Pressure							
13+	39	30	26		4	99	(23)
12	36	30	32	1		99	(96)
11-	29	29	37	5		100	(147)
N.R.	17	30	31	13	9	100	(23)
Blue Collar, Large Family, Low Pressure							
13+	16	37	47			100	(19)
12	14	20	63	1	1	99	(98)
11-	8	14	69	7	2	100	(192)
N.R.	6	16	71	8		101	(51)

(continued)

TABLE 10 EDUCATIONAL EXPECTATIONS BY FAMILY SIZE
TEST FACTORS: SOCIAL STATUS, EDUCATION
OF FATHER, AND PARENTAL PRESSURE

(in percentages)

Family Size	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
	White Collar, 13+ Yrs., High Pressure						
Small	82	12	5		1	100	(213)
Large	75	15	10			100	(118)
	White Collar, 13+ Yrs., Low Pressure						
Small	58	15	25		2	100	(59)
Large	47	29	18	5	1	99	(38)
	White Collar, 12 Yrs., High Pressure						
Small	70	17	13			100	(231)
Large	51	28	18	1	1	99	(72)
	White Collar, 12 Yrs., Low Pressure						
Small	31	22	42	4	1	100	(85)
Large	29	19	52			100	(52)
	White Collar, 11- Yrs., High Pressure						
Small	52	28	18	2		100	(119)
Large	48	26	22	2	2	100	(46)
	White Collar, 11- Yrs., Low Pressure						
Small	23	8	63	6		100	(48)
Large	10	28	58	3	2	101	(40)
	White Collar, N.R., High Pressure						
Small	34	31	31	3		99	(29)
Large	50	6	39		5	100	(36)
	White Collar, N.R., Low Pressure						
Small	22	11	56	11		100	(9)
Large	29	29	43			101	(14)

(continued)

TABLE 10 (CONTINUED) EDUCATIONAL EXPECTATIONS BY FAMILY SIZE

Family Size	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
			Blue Collar, 13+ Yrs., High Pressure				
Small	52	26	16	2	3	99	(61)
Large	39	30	26		4	99	(23)
			Blue Collar, 13+ Yrs., Low Pressure				
Small	32	23	45			100	(22)
Large	16	37	47			100	(19)
			Blue Collar, 12 Yrs., High Pressure				
Small	47	29	23	1		100	(180)
Large	36	30	32	1		99	(96)
			Blue Collar, 12 Yrs., Low Pressure				
Small	17	22	58	3		100	(103)
Large	14	20	63	1	1	99	(98)
			Blue Collar, 11- Yrs., High Pressure				
Small	36	30	33		1	100	(253)
Large	29	29	37	5		100	(147)
			Blue Collar, 11- Yrs., Low Pressure				
Small	14	21	63	1	1	99	(205)
Large	8	14	69	7	2	100	(192)
			Blue Collar, N.R., High Pressure				
Small	38	21	38		4	101	(24)
Large	17	30	30	13	9	99	(23)
			Blue Collar, N.R., Low Pressure				
Small	12	21	52	12	2	99	(42)
Large	6	16	71	8		101	(51)

TABLE 11 EDUCATIONAL EXPECTATIONS BY PARENTAL EDUCATIONAL PRESSURE
TEST FACTORS: SOCIO-ECONOMIC STATUS, EDUCATION OF FATHER,
AND SIZE OF FAMILY

(in percentages)

Parental Educ. Pressure	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
	White Collar, 13+ Years, Small Family[a]						
High	82	12	5	0	1	100	(213)
Low	58	15	25		1	99	(59)
	White Collar, 13+ Years, Large Family						
High	75	15	10			100	(118)
Low	47	29	18	6		100	(38)
	White Collar, 12 Years, Small Family						
High	70	17	13			100	(231)
Low	31	22	42	4	1	100	(85)
	White Collar, 12 Years, Large Family						
High	51	28	18	1	1	99	(72)
Low	29	19	52			100	(52)
	White Collar, 11- Years, Small Family						
High	52	28	18	2		100	(119)
Low	23	8	63	6		100	(48)
	White Collar, 11- Years, Large Family						
High	48	26	22	2	2	100	(46)
Low	10	28	58	2	2	100	(40)
	White Collar, N.R., Small Family						
High	34	31	31	4		100	(29)
Low	22	11	56	11		100	(9)
	White Collar, N.R., Large Family						
High	50	6	39	5		100	(36)
Low	29	29	43			101	(50)

(Continued)

TABLE 11 EDUCATIONAL EXPECTATIONS BY PARENTAL EDUCATIONAL PRESSURE

Parental Educ. Pressure	Educational Expectations (in years) 16+	14	12	11-	N.R.	Total	N
Blue Collar, 13+ Years, Small Family							
High	52	26	16	2	3	99	(61)
Low	32	23	45			100	(22)
Blue Collar, 13+ Years, Large Family							
High	39	30	26		4	99	(23)
Low	16	37	47			100	(19)
Blue Collar, 12 Years, Small Family							
High	47	29	23	1		100	(180)
Low	17	22	58	3		100	(103)
Blue Collar, 12 Years, Large Family							
High	36	30	32	1		99	(96)
Low	14	20	63	1	1	99	(98)
Blue Collar, 11- Years, Small Family							
High	36	30	33		1	100	(253)
Low	14	21	63	1	1	100	(205)
Blue Collar, 11- Years, Large Family							
High	29	29	37	5		100	(147)
Low	8	14	69	7	2	100	(192)
Blue Collar, N.R., Small Family							
High	38	21	38		4	101	(24)
Low	12	21	52	12	2	99	(42)
Blue Collar, N.R., Large Family							
High	17	30	30	13	9	99	(23)
Low	6	16	71	8		101	(51)

FIGURE-1

ADOLESCENT EDUCATIONAL EXPECTATIONS: A PROVISIONAL MODEL

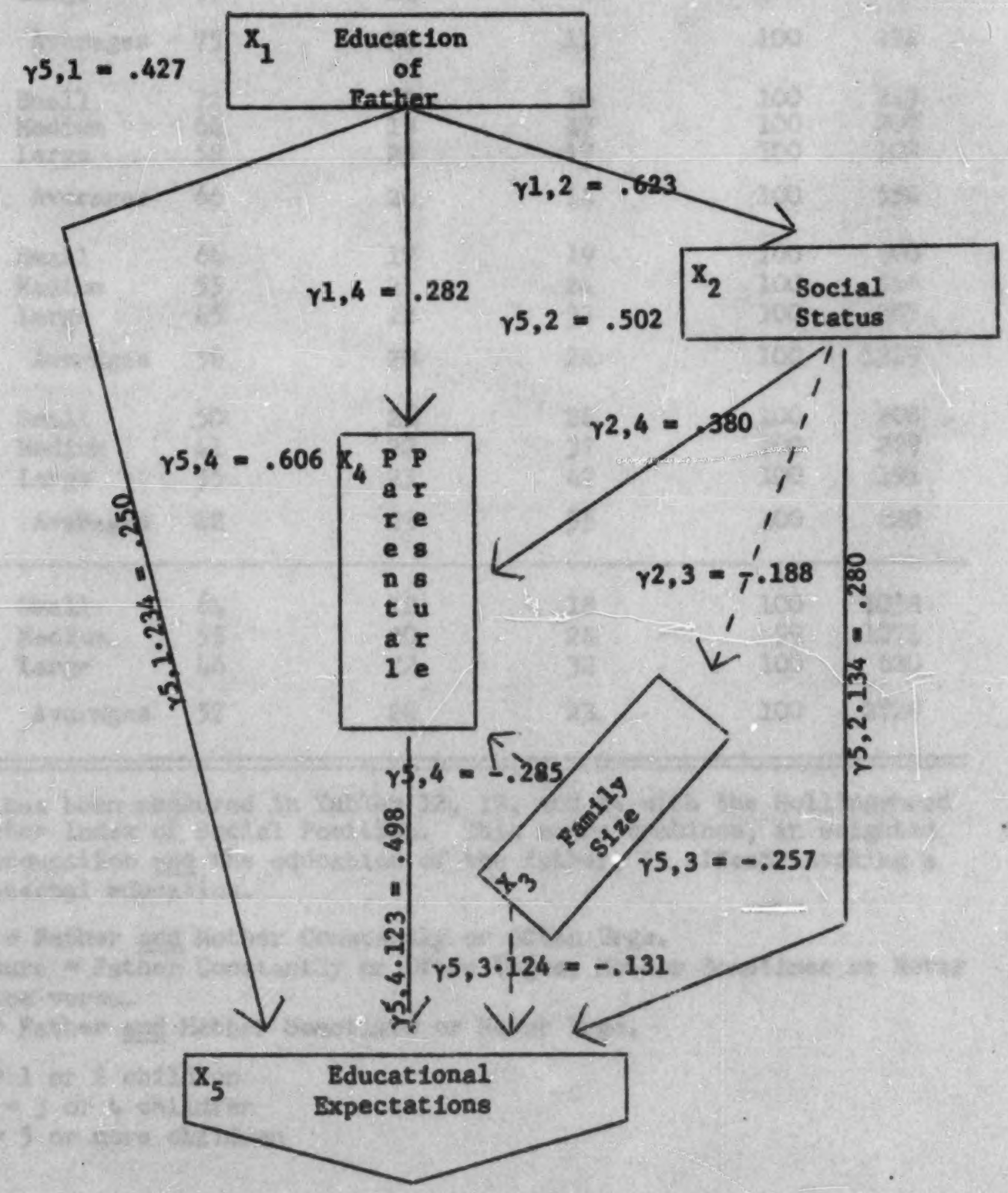

TABLE 12

PERCENT OF RESPONDENTS REPORTING SPECIFIED INTENSITIES OF PARENTAL EDUCATIONAL PRESSURE, BY HOLLINGSHEAD SOCIAL STATUS AND SIZE OF FAMILY

Hollingshead[a] Social Status	Family[c] Size	Intensity of Parental Pressure[b] High	Moderate	Low	Total	N
I and II	Small	73	14	14	101	81
	Medium	76	15	9	100	89
	Large	77	14	9	100	44
	Averages	75	14	11	100	214
III	Small	72	18	10	100	249
	Medium	64	19	17	100	207
	Large	58	25	17	100	102
	Averages	66	20	14	100	558
IV	Small	64	17	19	100	500
	Medium	55	21	24	100	546
	Large	45	22	33	100	283
	Averages	56	20	24	100	1329
V	Small	50	26	24	100	208
	Medium	41	22	37	100	229
	Large	35	23	42	100	191
	Averages	42	23	35	100	628
All SES	Small	64	18	18	100	1038
	Medium	55	20	24	99	1071
	Large	46	22	32	100	620
	Averages	57	20	23	100	2729

[a]Social status has been measured in Tables 12, 13, and 14 with the Hollingshead (1957) Two Factor Index of Social Position. This score combines, in weighted fashion, the occupation and the education of the father, in effect invoking a control for paternal education.

[b]High Pressure = Father and Mother Constantly or Often Urge.
Moderate Pressure = Father Constantly or Often Urges, Mother Sometimes or Never Urges, or vice versa.
Low Pressure = Father and Mother Sometimes or Never Urge.

[c]Small Family = 1 or 2 children
Medium Family = 3 or 4 children
Large Family = 5 or more children

TABLE 13

PERCENT OF RESPONDENTS REPORTING EDUCATIONAL EXPECTATIONS TO FOUR OR MORE YEARS OF COLLEGE, BY HOLLINGSHEAD SOCIAL STATUS, SIZE OF FAMILY, AND PARENTAL EDUCATIONAL PRESSURE

Hollingshead[a] Social Status	Family[c] Size	Intensity of Parental Pressure[b] High	Moderate	Low	Average	N
I and II	Small	86	82	64	83	67/ 81
	Medium	85	77	75	83	74/ 89
	Large	71	33	50	64	28/ 44
	Averages	83	70	65	79	169/214
III	Small	70	57	23	63	157/249
	Medium	68	55	20	57	119/207
	Large	61	27	18	45	46/102
	Averages	68	49	20	58	322/558
IV	Small	54	27	18	42	212/500
	Medium	47	27	11	34	186/546
	Large	36	21	8	23	65/283
	Averages	48	25	12	35	463/1329
V	Small	42	25	10	30	62/208
	Medium	23	22	4	16	36/229
	Large	25	14	5	14	27/191
	Averages	31	21	6	20	125/628
All SES	Small	59	37	19	48	498/1038
	Medium	53	34	12	39	415/1071
	Large	43	20	8	27	166/620
	Averages	54	31	13	39	1079/2729

[a]Hollingshead, 1957.

[b]High Pressure = Father and Mother Constantly or Often Urge.
Moderate Pressure = Father Constantly or Often Urges, Mother Sometimes or Never Urges, or vice versa.
Low Pressure = Father and Mother Sometimes or Never Urge.

[c]Small Family = 1 or 2 children.
Medium Family = 3 or 4 children.
Large Family = 5 or more children.

TABLE 14

PERCENT OF RESPONDENTS REPORTING EDUCATIONAL EXPECTATIONS TO FOUR OR MORE YEARS OF COLLEGE, OCCUPATIONAL EXPECTATIONS TO MINOR OR MAJOR PROFESSIONAL OR ADMINISTRATIVE POSITIONS, BY INTENSITY OF PARENTAL PRESSURE AND HOLLINGSHEAD SES

Social[a] Status	Type of Expectation	Intensity of Parental Pressure[b] High	Moderate	Low	Averages
I and II	Educational	83	70	65	79
	Occupational	79	67	65	76
III	Educational	68	49	21	58
	Occupational	68	51	32	59
IV	Educational	48	25	12	35
	Occupational	52	35	22	41
V	Educational	31	21	6	20
	Occupational	38	29	10	26
Averages	Educational	54	31	13	40
	Occupational	56	38	21	44

[a]Hollingshead, 1957.

[b]High Pressure = Father and Mother Constantly or Often Urge.
Moderate Pressure = Father Constantly or Often Urges, Mother Sometimes or Never Urges or vice versa.
Low Pressure = Father and Mother Sometimes or Never Urge.

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1. For an extensive bibliography on the educational orientations of adolescents see William P. Kuvlesky and George W. Ohlendorf, A Bibliography of Literature on Educational Orientations of Youth, College Station, Texas: Department of Agricultural Economics and Sociology, Departmental Information Report No. 65-5.

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3. See, for example: Robert A. Ellis and W. Clayton Lane, "Structural Supports for Upward Mobility," Amer. Soc. Rev., October 1963, pp. 743-756; Irving Krauss, "Sources of Educational Aspirations Among Working Class Youth," Amer. Soc. Rev., December 1964, pp. 867-879.

4. See, for example: David T. Bordua, "Educational Aspirations and Parental Stress on College," Social Forces, March 1960, pp. 262-269; Joseph A. Kahl, The American Class Structure, New York: Rinehart and Company, 1962; Richard L. Simpson, "Parental Influence, Anticipatory Socialization, and Social Mobility," Amer. Soc. Rev., August 1962, pp. 517-522.

5. See, for example: A. H. Halsey and L. Gardner, "Selection for Secondary Schools and Achievement in Four Grammar Schools," British Journal of Sociology, 1953, pp. 60-75; Lipset and Bendix, op. cit., F. M. Martin, "An Inquiry into Parents' Preferences in Secondary Education," in D. V. Glass, Social Mobility in Britain, London: Routledge, Kegan Paul Ltd., 1954, pp. 160-174.

6. Halsey and Gardner, op. cit.

7. Lipset and Bendix, op. cit.

8. Bordua, op. cit.

9. August B. Hollingshead, The Two Factor Index of Social Position, New Haven: Yale, 1957 (mimeo.)

10. Ibid.

11. The item read:

    Which ONE of the following statements is most true about continuing your education beyond high school?

    1. ___ My father never urges me to continue my education
    2. ___ My father sometimes urges me to continue my education
    3. ___ My father often urges me to continue my education
    4. ___ My father constantly urges me to continue my education

    A similar item was presented later in the questionnaire eliciting a response for the mother.

12. Educational aspirations, the idealistic dimension of an educational career orientation were tapped with this item: "SUPPOSING you had the necessary abilities, grades, money, etc., how far would you really LIKE TO go in school?" The same seven response alternatives were offered for the aspiration item that were offerred for the expectation item. The author is most grateful to Harold F. Goldsmith, currently with the Community Projects Section of NIMH for his suggestions and advice on the conceptual and operational formation of the aspiration and expectation items. A comparison of the proportion of the class of 1965 (males) who, as sophomores, stated that they actually expected to attend a four year college (39%) with the proportion of seniors from the class of 1964 (males) who, six months following graduation were actually attending college (35%) indicated that the item was eliciting rather valid responses.

13. Leo A. Goodman and William H. Kruskal, "Measures of Association for Cross Classifications," Journal of the American Statistical Association, September 1954, pp. 732-764.

14. For a discussion of measures of association yielding proportional reduction in error estimates, see Herbert L. Costner, "Criteria for Measures of Association," Amer. Soc. Rev., June 1965, pp. 341-352.

15. See the discussion by Hyman in Herbert Hyman, Survey Design and Analysis, Glencoe: The Free Press, 1955, Chapter VII.

16. Morris Rosenberg, "Test Factor Standardization as a Method of Interpretation," Social Forces, October 1962, pp. 53-61.

17. For another application of this procedure, see William Erbe, "Social Involvement and Political Activity," Amer. Soc. Rev., April 1964, pp. 198-215.

18. Hubert Blalock, Causal Inference in Non Experimental Research, Chapel Hill: University of North Carolina Press, 1961.

19. See, for example, Herbert H. Hyman, "The Value Systems of Different Classes: A Social Psychological Contribution to the Analysis of Stratification," in R. Bendix and S. M. Lipset, Class, Status, and Power, Glencoe: The Free Press, 1953. See also, Ralph Turner, The Social Context of Ambition, San Francisco: Chandler Publishing Company, 1964.

20. The general area of exceptions to this research constitutes a most interesting and fruitful research field. Some of the more promising empirical studies on this topic are those which have assessed the consequences of status discrepancies on adolescent career orientations. See, for example, the work of Ellis and Lane, op. cit., Krauss, op. cit., and Richard A. Rehberg, Adolescent Career Plans and the Impact of Chronic Economic Distress Upon Adolescent Educational and Occupational Expectations and Aspirations, Unpublished doctoral dissertation, The Pennsylvania State University, University Park, Pennsylvania, September 1965.

21. Kahl, op. cit., p. 285.

22. Jean E. Floud (ed.), A. H. Halsey, and F. M. Martin, Social Class and Educational Opportunity, London: Heinemann, 1956, pp. 93-95, 107-108.

23. Bernard C. Rosen, "Family Structure and Achievement Motivation," Amer. Soc. Rev., August 1951, pp. 574-585.

24. Glenn H. Elder, "Family Structure and Educational Attainment," Amer. Soc. Rev., February 1965, pp. 81-96.

25. For pertinent studies on the relationship between peer associations and influence and educational orientations, see: Alexander and Campbell, op. cit., Bell, op. cit., Ellis and Lane, op. cit., Krauss, op. cit., Simpson, op. cit.

26. For a study relating the social composition of the school to the career orientations of the students, see Alan B. Wilson, "Residential Segregation of Social Classes and Aspirations of High School Boys," Amer. Soc. Rev., Dec., 1959, pp. 836-845. For an empirical study which does not support the findings of Wilson see J. Michael Armer, Community and School Environment and College Plans of Public High School Seniors, University of Wisconsin, 1964 (Unpublished Ph.D. dissertation).